DOCUMENT RESUME

ED 300 775 CS 009 383

AUTHOR	Waller, Myrna C.; Frisbie, Richard
TITLE	Survey of the 1987-1988 Indianapolis Public Schools' Reading Program: Results.
PUB DATE	Nov 87
NOTE	30p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Educational Research; Elementary Education; *Program Evaluation; Questionnaires; *Reading Instruction; Reading Programs; School Surveys
IDENTIFIERS	Indianapolis Public Schools IN

ABSTRACT

In order to assess the 1987-88 reading program in the Indianapolis, Indiana, public schools, a survey randomly selected 10 elementary schools, from which 20 teachers and 7 principals completed a questionnaire about the reading program in their building. Survey items consisted of 40 yes/no questions concerning organization, management, student achievement, supplementary services, and materials; comments were encouraged. Results indicated a need for building-wide and system-wide direction in reading at the elementary level and generated five conclusions: (1) MacMillan Reading: Series R is not being used properly; (2) Building goals in reading are being established; however, very little follow-up occurs during the school year; (3) Students are grouped according to ability in heterogeneous reading classes; (4) School-wide activities are held to promote reading for learning as well as for pleasure; and (5) The services of a Reading Resource Teacher would significantly enhance the structure, organization, and implementation of the reading program in elementary buildings. (Appendixes include participants' comments and the survey instrument.) (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300775

SURVEY OF THE 1987-1988 INDIANAPOLIS PUBLIC SCHOOLS' READING PROGRAM

RESULTS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Myrna Waller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A RANDOM SAMPLING STUDY CONDUCTED BY:

Myrna C. Waller
Instructional Coordinator
of Reading

IN CONJUNCTION WITH:

Dr. Richard Frisbie
Director of Research, Evaluation
and Testing Department

NOVEMBER, 1987

CS009383

SURVEY OF THE 1987-1988 INDIANAPOLIS PUBLIC SCHOOLS' READING PROGRAM

Table of Contents

	Page
Introduction	1
Organization	1
Management	3
Achievement	5
Supplementary Services and Materials	7
Summary of Results	9
Conclusions	12
Recommendations	14

Appendix :

Comments From Participants
Survey

SURVEY OF THE 1987-88 INDIANAPOLIS PUBLIC SCHOOLS' READING PROGRAM

Ten I.P.S. elementary schools were randomly selected to participate in this reading survey. The principal of each school chose one primary and one intermediate teacher. Teachers and principals were asked to respond to forty items by checking yes or no. All participants were encouraged to make comments about the reading program in their building that they felt would be beneficial to this survey. Twenty teachers and seven principals completed the survey.

The items on this survey elicited responses concerning organization, management, student achievement, supplementary services, and materials. Answers were recorded in terms of the percent of "Yes" responses to each statement. Responses were interpreted according to the following rule of thumb: 0 to 19 = high agreement no, 20 to 39 = consensus no, 40 to 59 = no consensus, 60 to 79 = consensus yes, 80 to 100 = high agreement yes. Any items with less than 80% "Yes" responses are considered to represent a need for improvement. Example: Table 1 indicates a general consensus with two exceptions. It appears that people basically agree with the items on organization. Further reading of the items will clearly determine the degree of consensus.

Organization

In response to eight items, two items received a positive response of 80% or above, while responses to 75% of the items, ranging from 31 - 67%, show a need for improved organization of the reading program. (See Table 1.)

There is a need for an updated list of students, their reading level, grade placement, basal reader, and teacher's name to be available in the principal's office at all times. Grade level meetings should be held to discuss placement of children in reading and/or other concerns specifically related to reading. Data has to be collected and used on school and teacher factors in relation to reading achievement. Reading folders should be maintained for each student and kept as part of the cumulative record. A maximum of three books per grade level and one teacher's guide should be housed in the principal's office to ensure an adequate supply and prompt issuance of reading books.

Generally, reading is being taught in the morning and afternoon in the primary grades (1-3). Beginning reading or reading readiness is taught in the kindergarten.

TABLE 1

ORGANIZATION

6. Reading folders are maintained for each student and kept as part of the cumulative record.

16. Reading is taught in the morning and afternoon in the primary grades (1-3).

18. Beginning reading or reading readiness is taught in the kindergarten.

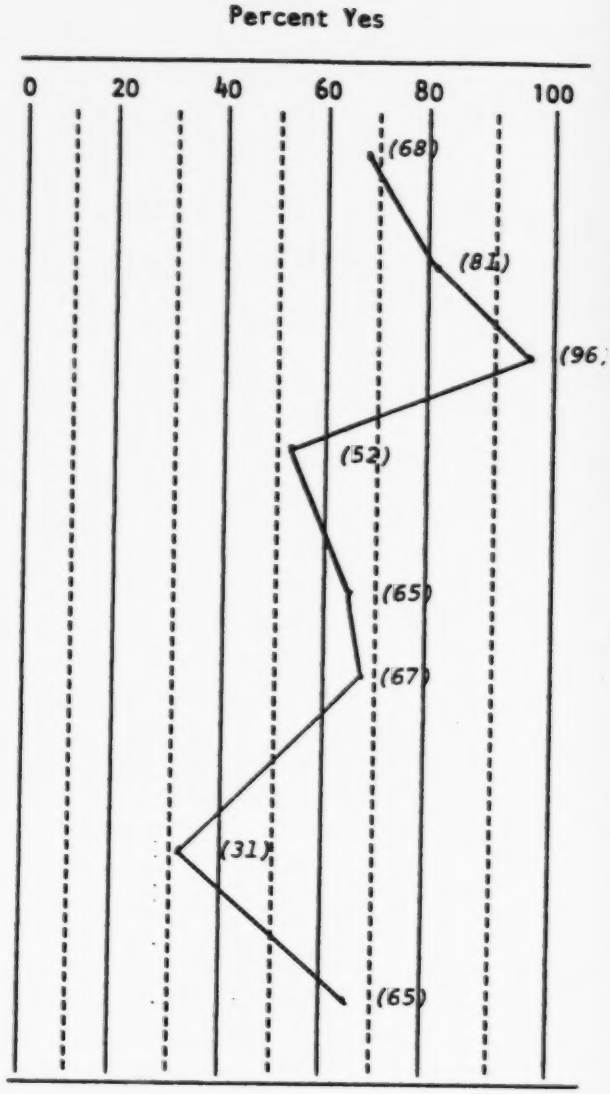
29. Grade level meetings are held to discuss placement of children in reading and/or other concerns specifically related to reading.

30. School-wide activities are held to promote reading for learning as well as for pleasure.

33. A maximum of three books per grade level and one teacher's guide should be housed in the principal's office to ensure an adequate supply and prompt issuance of reading books.

34. An updated list of students, their reading level, grade placement, basal reader, and teacher's name is available in the principal's office at all times.

35. Data is collected and used on school and teacher factors in relation to achievement scores.



Management

In response to nine items, three items received a positive response of 80% or above, while responses to 66% of the items, ranging from 42 - 78%, show a need for improved management of the reading program. (See Table 2.)

A teacher is not designated as the contact person for reading-related questions and concerns as indicated by 58% of the responses. Teachers are not required nor expected to make periodic reports on the reading progress of each student to the principal. Students are grouped according to ability in heterogenious reading classes more than homogenious reading classes. Sixty-two percent of the responses indicated that the Instructional Coordinator was responsible for inservicing the staff in reading. Clearly defined building goals have been established for reading as indicated by 78% of the responses. Eighty-one percent of the responses indicate that the services of a Reading Resource Teacher would enhance significantly the structure, organization, and implementation of the reading program in each building.

Homework is an important school factor related to reading achievement and is assigned as an outgrowth of direct class instruction. All teachers use large and small group instruction for directed reading.

TABLE 2

MANAGEMENT

1. Clearly defined building goals have been established in reading.

5. Teachers use large and small group instruction for directed reading.

10. Students are grouped according to ability in homogenious reading classes.

11. Students are grouped according to ability in heterogenious reading classes.

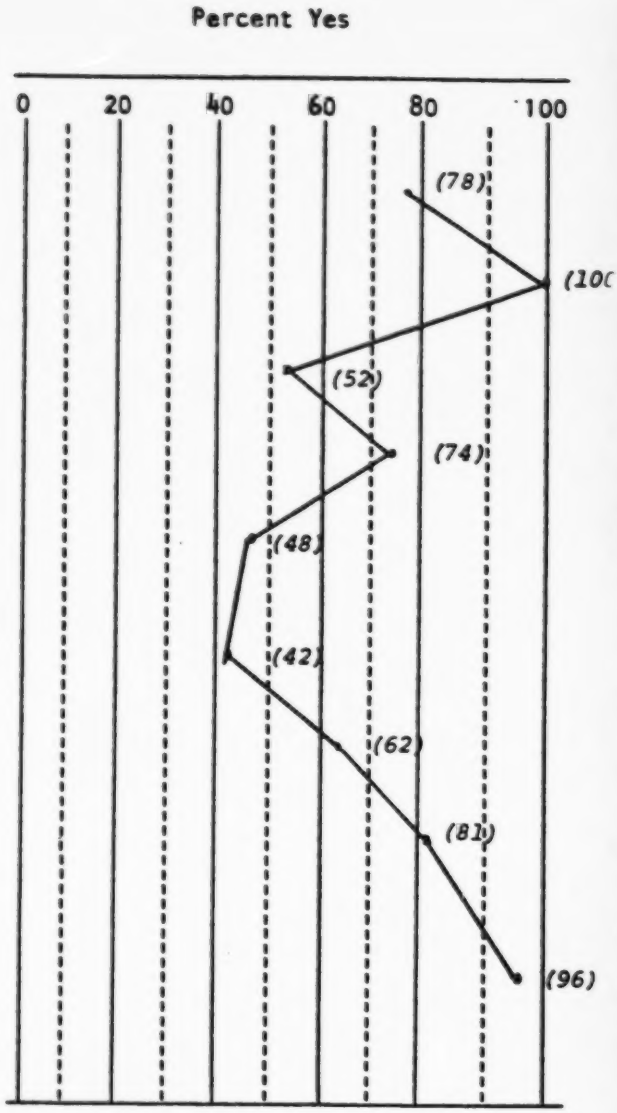
20. Teachers make periodic reports on the reading progress of each student to the principal.

24. A teacher is designated as the contact person for reading-related questions and concerns.

25. The Instructional Coordinator is responsible for inservicing the staff in reading.

32. The services of a Reading Resource Teacher would enhance significantly the structure, organization, and implementation of the reading program in your building.

36. Homework is an important school factor related to reading achievement and is assigned as an outgrowth of direct class instruction.



Achievement

In response to eleven items, eight items received a positive response of 80% or above; while 28% of the items, ranging from 56 - 70 percent, show a need for improvement in achievement in reading. (See Table 3.)

Students are remediated on deficient skills in reading regardless of the grade level assignment. Students who have demonstrated mastery of their grade level skills and are capable of achieving at a faster pace are instructed in the Macmillan reading materials at the next level. Students may receive reading instruction at a higher grade level. (Example: a third grader receiving instruction in a fourth grade class.) Provisions are made for higher achieving students in reading who do not qualify for the Academically Talented Program. Teachers are expected to complete the teaching of one book level per year. Cross-grouping is used for intermediate grades in reading. Kindergarten students are expected to have a sight vocabulary at the end of the first year in kindergarten. Ninety-three percent of the responses indicate that students can move to higher achieving groups during the year. In primary grades, four factors significantly related to reading achievement are teacher excellence, a sound-symbol (decoding) emphasis in reading instruction, appropriate level of difficulty of the reading instruction and materials, and a thinking approach to learning. In the intermediate grades, a stronger emphasis is placed on comprehension strategies and vocabulary meanings. One goal of the reading program in every school is to produce students who have the desire to read as well as the skills.

TABLE 3

ACHIEVEMENT

4. Students are remediated on deficient skills in reading regardless of their grade level assignment.

7. Students who have demonstrated mastery of their grade level skills and are capable of achieving at a faster pace are instructed in the Macmillan reading materials at the next level.

8. Provisions are made for higher achieving students in reading who do not qualify for the Academically Talented Program.

12. Students may receive reading instruction at a higher grade level. (Example: a third grader receiving instruction in a fourth grade class.)

13. Teachers are expected to complete the teaching of one book level per year.

15. Cross-grouping is used for the intermediate grades in reading.

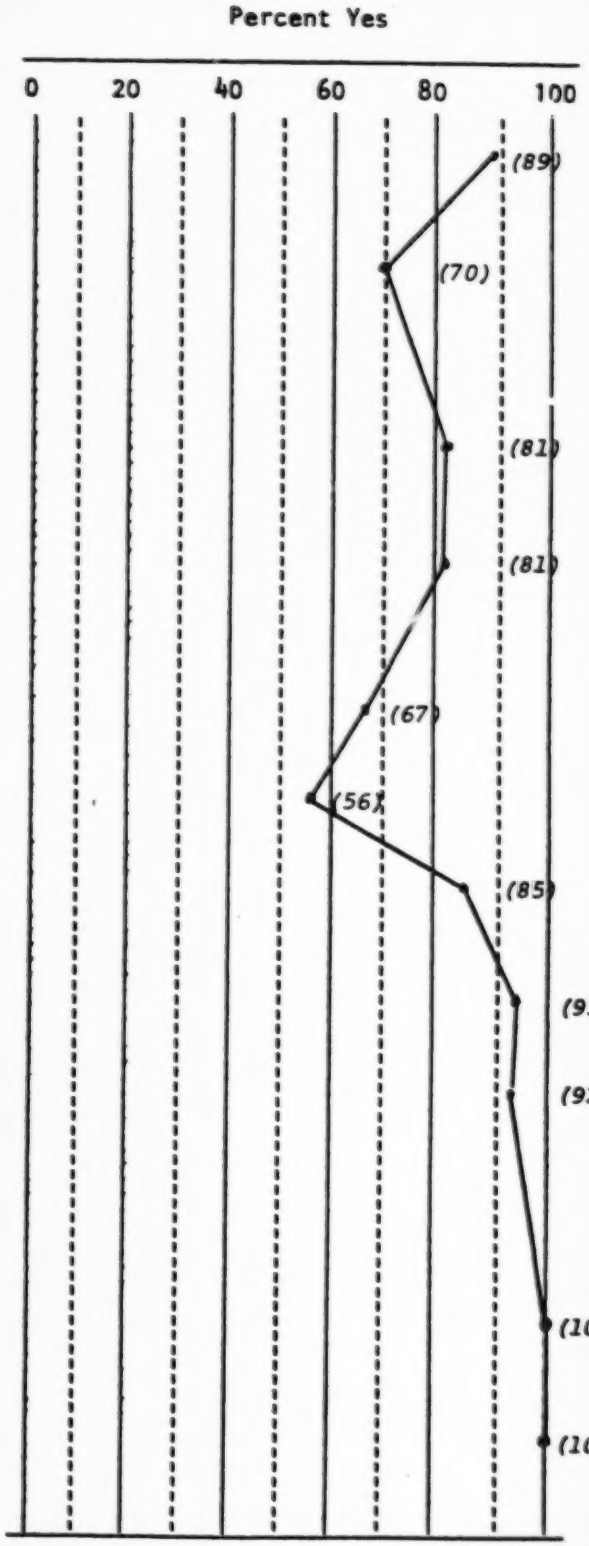
19. Kindergarten students are expected to have a sight vocabulary at the end of the first year in kindergarten.

21. Students can move to higher achieving groups during the year.

37. In primary grades, four factors significantly related to reading achievement are teacher excellence, a sound-symbol (decoding) emphasis in reading instruction, appropriate level of difficulty of the reading instruction and materials, and a thinking approach to learning.

38. In the intermediate grades, a stronger emphasis is placed on comprehension strategies and vocabulary meanings.

40. One goal of the reading program in this school is to produce students who have the desire to read as well as the skills.



Supplementary Services and Materials

In response to eleven items, four items received a positive response of 80% or above; while response to 64% of the items, ranging from 12 - 78%, shows a need for improvement in supplementary services and materials. (See Table 4.)

Macmillan Reading: Series R is used for basic reading instruction in all grade levels. The Macmillan Placement Test is not administered to every student at the beginning of the school year. Every student does not have a library card. Students two or more years below in achievement receive Chapter 1 services. Supplemental materials are used when a student or group completes the basal reader for the grade. Students are allowed to take their readers home. The Young Authors' Program is an integral part of the reading program. Sustained Silent Reading (S.S.R.) is incorporated in the reading program. Book-It! National Reading Incentive Program is being used as a recreational reading program. Parents are involved in the reading program.

TABLE 4

SUPPLEMENTARY SERVICES AND MATERIALS

2. Macmillan Reading: Series R is used for basic reading instruction in all grade levels.

3. The Macmillan Placement Test is administered to every student at the beginning of the school year.

9. Students two or more years below in achievement receive Chapter 1 services.

14. Supplemental materials are used when a student or group completes the basal reader for the grade.

22. Students are allowed to take their readers home.

23. Readers and supplementary reading materials are stored in a central location.

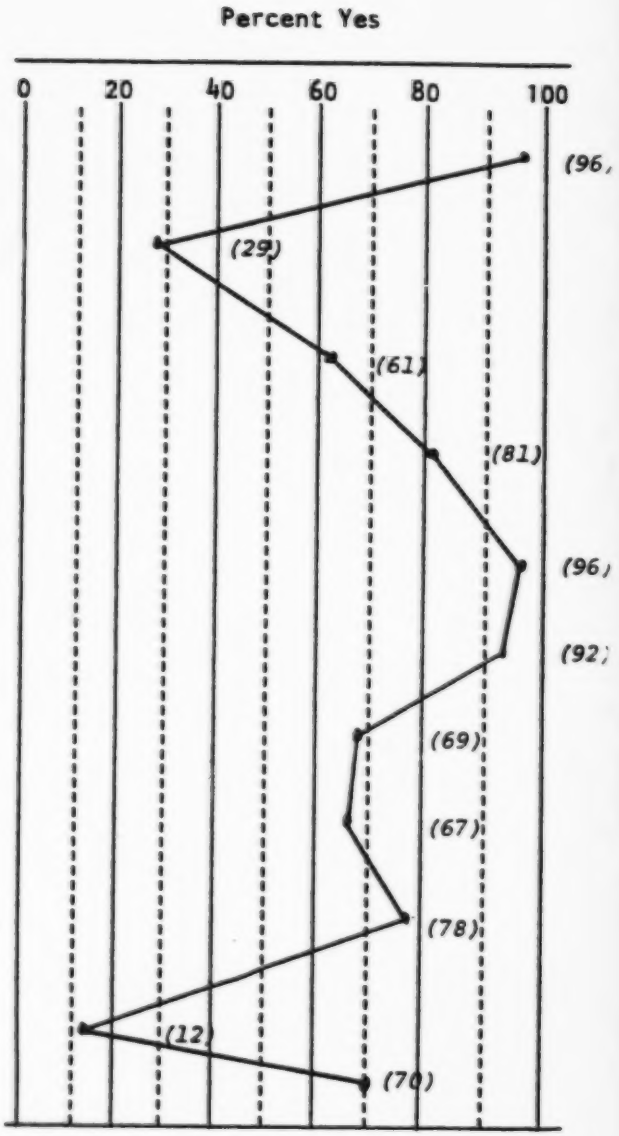
26. The Young Authors' Program is an integral part of the reading program.

27. Sustained Silent Reading is incorporated in the reading program.

28. The Book It! National Reading Incentive Program is being used as a recreational reading program.

31. Every student has a library card.

39. Parents are involved in the reading program.



Summary of Results

The results of the Indianapolis Public Schools Reading Assessment 1987-1988 clearly indicate a need for direction in reading at the elementary level.

While all schools are using the Macmillan Reading: Series R for basic reading instruction in all grade levels, the majority of schools do not have available to them the various components of the Macmillan Reading Program. To quote a teacher, "All or any supplementary materials that go with the series would help. I don't have workbooks. I was told that they are not provided as expendable materials in the intermediate grades." Another teacher said, "I think materials need to be available for every teacher. I'm referring to the charts (that go with the series) that aren't available because they only made a certain amount. It's very difficult to share these and they're important in the teaching process."

Teachers and principals expressed a desire to have more than one reading series. They would like to extend the teaching of skills using another basal reader at the same instructional level. Principals would like to have reinstituted the use of paperbacks in each classroom.

Teachers find that Macmillan provides too many workbook pages and skill sheets for each story. They feel a need to complete the workbooks and the skill sheets. Direction is needed for orchestrating the use of the reading materials.

The Macmillan Placement Test is to be administered to every student at the beginning of the school year. Only twenty-nine percent of the responses indicated that this was being done. A third grade teacher reports, "I know that placement is not consistent throughout the system. One year I got a new student and of course it took several weeks to receive his folder. I informally tested him and placed him in my top reading group. When I received his folder, I discovered that his previous placement had been in the first grade reader. The student was getting A's and reading on grade level in my class." Some of the respondents were not aware of the Macmillan Placement Test.

It appears that in most schools, clearly defined building goals have been established in reading. However, very little follow-up occurs during the

school year. Teachers do not, nor are they expected to, make periodic reports on the reading progress of each student to the principal. Only thirty-one percent indicated that an updated list of students, their reading level, grade placement, basal reader, and teacher's name is available in the principal's office at all times. It was suggested that this procedure should be a mandated practice throughout the system. Less than sixty percent of the responses indicated that grade level meetings are held to discuss placement of children in reading and/or other concerns specifically related to reading.

Data is not collected and used on school and teacher factors in relation to reading achievement scores. One principal wrote, "I see real merit in collecting data on each child's reading progress. Presently, this is monitored by reading the progress cards. I plan to move toward keeping data from each teacher in the office starting in the Spring and after I.S.T.E.P."

There is a consensus that one goal of the reading program in each school is to produce students who have the desire to read as well as the skills. Although one teacher wrote, "At the present time, our school does not set goals for each grade level or the school. Everyone is doing their own thing! The students are really hurting. Most of the students are reading below grade level."

Teachers and principals feel that the services of a Reading Resource Teacher would enhance significantly the structure, organization, and implementation of the reading program in their building. To quote a principal, "There needs to be a reading consultant or someone assigned to each building to serve as the building reading program coordinator." A teacher said, "A full-time or part-time building reading consultant would help all involved in the program."

At the present time, a teacher is not designated as the contact person for reading-related questions and concerns in elementary schools. In the majority of elementary schools, the Instructional Coordinator is responsible for inservicing the staff in reading. Although, a teacher wrote, "Workshops, for credit or monetary compensation, on various reading skills or new reading trends could aid teachers." Teachers want school-wide activities to promote reading for learning as well as reading for pleasure.

The Book-It! National Reading Incentive Program is being used as a recreational reading program. The Young Authors' Program is an integral part of the reading program. Sustained Silent Reading (S.S.R.) is incorporated into the reading program.

Elementary school students do not have library cards. Eighty-eight percent of the responses indicated that this is true. Parents, for the most part, are involved in the reading program. There is a consensus that homework is an important school factor related to reading achievement, and is assigned as an outgrowth of direct class instruction.

Standards for achievement and promotion in reading are varied between elementary buildings. There are a variety of techniques employed for grouping students for instruction. Some schools seem to have a structured reading program with the principal assuming responsibility for its organization, implementation, and evaluation. Too many schools do not have an organized reading program.

Teachers and principals expressed a need for system-wide reading standards, management techniques, organization procedures, supplementary services, and materials. Teachers would like to communicate with other teachers on a regular basis about reading practices. To quote a teacher, "I think it would be very helpful if I knew more about how reading is taught in my building." Another teacher said, "As I filled this out, I was struck by how much I don't know about how reading is taught in different classrooms." A principal wrote and I quote, "There needs to be system-wide reading standards, procedures, and reading management techniques reinstituted in this school system." In concurrence, a teacher said, "I.P.S. needs to make a written statement on their position in regards to reading."

Conclusions

Interpretation of the data collected leads to the following conclusions:

1. Macmillan Reading: Series R is not being used properly.
   a. Placement test not administered to all students.
   b. Teachers without necessary components of program.
   c. Procedure for pacing use of materials unclear to teachers.
2. Building goals in reading are being established; however, very little follow-up occurs during the school year.
   a. Teachers do not, nor are they expected to, make periodic reports on the reading progress of each student to the principal.
   b. Grade level meetings are not held to discuss placement of children in reading and/or other concerns specifically related to reading.
   c. An updated list of students, their reading level, grade placement, basal reader, and teacher's name is not available in the principal's office at all times.
3. Students are grouped according to ability in heterogenious reading classes.
   a. Teachers use large and small group instruction for directed reading.
   b. Students are remediated on deficient skills in reading regardless of their grade level assignment.
4. School-wide activities are held to promote reading for learning as well as for pleasure.
   a. The Young Authors' Program is an integral part of the reading program.
   b. Sustained Silent Reading (S.S.R.) is incorporated in the reading program.
   c. The Book It! National Reading Incentive Program is being used as a recreational reading program.
   d. Homework is an important school factor related to reading achievement and is assigned as an outgrowth of direct class instruction.
5. The services of a Reading Resource Teacher would enhance significantly the structure, organization, and implementation of the reading program in elementary buildings.
   a. Data is not collected and used on school and teacher factors in relation to reading achievement scores.
   b. No one is designated as the contact person for reading-related questions and concerns.

c. Some inconsistent grouping and teaching techniques: students may receive reading instruction at a higher grade level (example: a third grader receiving instruction in a fourth grade class), while other students are exposed to supplementary materials on the same instructional level when the basal reader for the grade has been completed.

d. The Instructional Coordinator is responsible for inservicing the staff in reading.

e. Some principals allow teachers to plan and develop individual reading programs.

f. Primary teachers are not cognizant of reading practices at the intermediate level and vice-versa.

Recommendations

Based on the conclusions, I recommend:

1. Establishment of building and grade level goals in reading.
2. Quarterly grade level meetings to discuss reading placements and other reading concerns.
3. A centralized system for ordering specific components of the Macmillan Reading: Series R Program.
4. Identification of one teacher in each building to serve as the reading contact person.
5. Mandatory administration of the Macmillan Placement Test to all students at the beginning of the school year.
6. Establishment of reading standards for instruction.
   a. Teachers will provide opportunities for students to extend their reading skills beyond the basal upon completion of the designated basal for that grade.
   b. Students will receive direct reading instruction at grade level with the remediation of skills occurring at their instructional level.
   c. Teachers will provide large and small group instruction in reading.
   d. Supplementary materials will be used for the remediation, enrichment, and extension of reading skills.
7. Adoption of a second basal reader.
8. Maintenance of an updated list of students, their reading level, grade placement, basal reader, and teacher's name in the principal's office at all times.
9. A maximum of three books per grade level and one teacher's guide to be housed in the principal's office to ensure an adequate supply and prompt issuance of reading books.
10. The attendance of new teachers at one reading workshop per school year, with a minimum offering of three workshops.
11. Workshops, open to all teachers, offered by Macmillan consultants on the proper use of the components of the Macmillan Reading Program.
12. Inclusion of one reading workshop in each building as part of their staff development.
13. Administering of a reading inventory for teachers in all elementary schools prior to the start of the instructional program for students in September, and readministering of same inventory prior to the end of the year.

14. Ownership of a library card by all students.

15. Consideration for the hiring of one reading resource teacher for each non-Chapter elementary school.

16. Publishing of a reading curriculum guide for grades K-6.

17. Hiring of teachers for reading curriculum writing during the summer.

    a. Refining of curriculum objectives.

    b. Developing tests for objectives.

    c. Preparing reading activity packets for skill development.

APPENDIX

COMMENTS FROM PARTICIPANTS

1. *A strong reading readiness program is needed at the kindergarten level. Even a round-up before kindergarten to define expectations of parent and child before the child enters school....Intensified phonics program workshop for the primary grade levels may help unify the teaching style and skills needed for reading. Make this workshop mandatory....Even a reading inventory for the entire school to determine reading level consistency throughout the school. One is not being used....Many students are moved into a higher reading level without being able to read independently at the previous level. A teacher should be able to justify the reason a child is unable to read at a level or use the reading skills at the level they are presently reading in....More than one reading series available in each grade level may give the students more variety at each grade level. If a student is not ready to move to a higher level at least they have another book to read....At the present time our school does not set goals for each grade level or the school. Everyone is doing their own thing! The students are really hurting. Most of the students are reading below grade level.*

2. *Much of the checking on reading achievement is between the principal and grade level. Most teacher cross-group to reduce number of reading groups.... Some students are sent to AT for some instruction while some are sent to regular for skill reinforcement....Scheduling restricts reading times in some classes.*

3. *I feel there should be clearly defined goals in reading for each level as well as building-wide. This would aid in consistency as well as direction and unity in the program....Programs such as the Young Authors', Sustained Programs for Silent Reading, or Book It! would bring some excitement about reading for the staff as well as the students. These activities would promote reading for learning as well as for pleasure.... I also feel the thrust for all students to have a library card would be advantageous for them. A program in I.P.S. and the Marion County Library would be great! Planned field trips for the intermediate grades would enhance the reading program....All or any supplementary materials that go in the series would help. I don't have workbooks. I was told that they (workbooks) are not provided as expendable materials in the intermediate grades....Workshops for credit or monetary compensation on various reading skills or new reading trends would aid teachers. A full-time or part-time building reading consultant would help all involved in the program.*

4. *There needs to be system-wide reading standards, procedures, and reading management procedures reinstituted in this school system....#32- There needs to be a reading consultant or someone assigned to each building to serve as the building reading program coordinator....#33- Not in the principal's office, but a book storage area....#34- This should be a mandate throughout the system (see statement above).*

5. *I would like to see grouping throughout the school used for reading. So, if I have a child reading at 3rd grade level, he/she may find success in reading and will want to continue to read . If the entire building would have reading at the same time then they could move to appropriate level of instruction.*

6. *Reading and reading-related skills and activities virtually encompass every part of the primary school day. Although we do spend time for math skills, science, and social studies, reading and language arts skills are so important at this level that much time and effort must be devoted to these skills. Children are moved along through the basal reading program without delay. Teachers cannot wait for every child to master every skill before moving to the next level, as the skills are reviewed again and again as we move through the program.*

7. *Responses were based on individual knowledge. I am not in the position to be totally aware of other professionals' practices. I feel a programmed reading program would be beneficial if available for all teachers. I.P.S. needs to make a written statement on their position in regards to reading.*

8. *An effort is made to provide blocks of time for reading instruction by careful scheduling of special area subjects. This is difficult....I see real merit in collecting data from each child's reading progress. Presently this is monitored by reading the progress cards. I plan to move toward keeping data from each teacher in the office starting after I.S.T.E.P.*

9. *Our kindergarten teachers have a strong language arts program that introduces the student to the phonetic approach to reading. This eliminates some of the fears that many students in first grade sometimes have that they will never read....With the strong emphasis on language skills in our kindergarten, students who attend our school in kindergarten can by-pass the readiness program and do very well beginning with the pre-primer.*

10. *#7 - Students are put in supplementary books at the next level....#3 - Macmillan Placement Test is administered to new students who have been in a different series....#33 - Extra books are kept in grade chairperson's room....#34 - Principal carefully reads all report cards at the end of each grading period.*

11. *Reinstitute the reading resource teacher in the buildings. More flexibility in the use of current reading adoptions and supplies - mastery materials.*

12. *In our building we have a central location where reading textbooks and related reading supplies are stored. Each grade level has a chair person responsible for ordering the supplies. I feel with the staff we can answer many questions in the building. However, I have found the I.C. to be most helpful.*

13. *As I filled this out I was struck by how much I don't know about how reading is taught in different classrooms....I know that placement is not consistent through the system. One year I got a new student and of course it took several weeks to receive his folder. I informally tested him and placed him in my top reading group. When I received his folder I discovered that his previous placement had been in the 1st grade reader. The student was getting A's and was reading on grade level in my class....I hear from other teachers that students are not allowed to go on until every page has been completed. Knowing that skills are repeated gives me some freedom to skip certain stories and focus on things - skills and vocabulary - that I feel are more important ....I think it would be very helpful if I knew more about how reading is taught in my building.*

14. *The Reading Program in this school is working very well. Many teachers have worked on different programs and workshops to make it functional. I cannot think of any further improvements.*

15. *There seems to be a duplication of workbook skills and Skills Practice Sheets--too much of the same. I strongly feel that the Skills Practice Sheet should be a little more challenging....We could benefit from having more supplementary reading materials such as a library storehouse of reading articles, etc....An increase in budget to get more working supplies.*

16. *Students functioning below grade level are given instruction in the same Macmillan basal texts as the other students. A sixth grader in a fourth grade reading group is issued the basal fourth grade reading book; thus, making it evident to the students that this student is in a fourth grade book. This causes many self-concept problems for students and, I feel, hinders achievement. I believe we need supplemental materials readily available for these students functioning below grade level, or place them in a basal text group with supplemental instruction provided below grade level.*

17. *Supplementary books to extend reading for students who have completed the basal.*

18. *Paperbacks available in each room (they use to have this).*

19. *The reading program is a valuable program and essential. One of the difficulties that I have encountered with the program is the number of reading groups within one classroom. I would feel more comfortable with a smaller number of groups in order to concentrate on the skills more often and in order to give more individualized instruction. I like the idea of coordinating the reading program with creative writing skills. Of course they do overlap with language skills. I would like to see more creative writing opportunities introduced and included in the reading program.*

20. *I think materials need to be available for every teacher. I'm referring to the charts (that go with series) that aren't available because they only made a certain amount. It's very difficult to share these and they're important in the teaching process.*

21. *There are too many workbook pages that go with the stories. I teach 1st grade and the stories are so short, but the workbook pages are too long and it gets rather "boring" to read this same story so many times in order to get all the workbook pages completed....I am a firm believer in "hands-on" materials, so the more the better. I do have the chart stories and find them very helpful....I would like to see the activities in the ditto master books be varied a little from what is in the child's workbook. Sometimes the same activity sheet over and over again will not keep the child's attention. It's always a good idea to change your approach to an activity. ...I teach all my students in the same book at the same time.*

Survey of the 1987-88 Indianapolis Public Schools' Reading Program

A random sampling study conducted by:

Myrna C. Waller
Instructional Coordinator of Reading

in conjunction with
Dr. Richard Frisbie
Director of Research, Evaluation and Testing Department

November, 1987

A thorough awareness and understanding of the various grouping practices, teaching techniques, instructional materials, general procedures and concerns of elementary principals and teachers, in reading, is crucial to the assessment of the 1987-88 reading program in the Indianapolis Public Schools. Your response to this survey and written comments, individual or collective, will be used to determine the status of the reading program. The input of elementary principals and teachers of reading is needed and will be greatly appreciated in pursuing this endeavor.

Participant Information

Grade_____

Class Size_____

Time of Instructional Day_____

Time when reading is taught_____

Date assessment was completed_____

What method was used to complete this assessment?

_____

_____

_____

_____

Indianapolis Public Schools' Reading Assessment
1987-1988

Evaluate the components of the reading program in your elementary school using this Key. Check the column that corresponds to your level of agreement with each item as it is implemented in your school.

	Yes	No
1. Clearly defined building goals have been established in reading.		
2. Macmillan Reading: Series R is used for basic reading instruction in all grade levels.		
3. The Macmillan Placement Test is administered to every student at the beginning of the school year.		
4. Students are remediated on deficient skills in reading regardless of their grade level assignment.		
5. Teachers use large and small group instruction for directed reading.		
6. Reading folders are maintained for each student and kept as part of the cumulative record.		
7. Students who have demonstrated mastery of their grade level skills and are capable of achieving at a faster pace, are instructed in the Macmillan reading materials at the next level.		
8. Provisions are made for higher achieving students in reading, who do not qualify for the Academically Talented Program.		
9. Students, two or more years below in achievement, receive Chapter 1 services.		
10. Students are grouped, according to ability, in homogenious reading classes.		
11. Students are grouped, according to ability, in heterogenious reading classes.		

	Yes	No
12. Students may receive reading instruction at a higher grade level. (Example: A third grader receiving instruction in a fourth grade class.)		
13. Teachers are expected to complete the teaching of one book level per year.		
14. Supplemental materials are used when a student or group completes the basal reader for the grade.		
15. Cross-grouping is used for the intermediate grades in reading.		
16. Reading is taught in the morning and afternoon in the primary grades. (1-3)		
17. Reading is taught in the morning in the intermediate grades. (4-6)		
18. Beginning reading or reading readiness is taught in the kindergarten.		
19. Kindergarten students are expected to have a sight vocabulary at the end of the first year in kindergarten.		
20. Teachers make periodic reports on the reading progress of each student to the principal.		
21. Students can move to higher achieving groups during the year.		
22. Students are allowed to take their readers home.		
23. Readers and supplementary reading materials are stored in a central location.		

	Yes	No
24. A teacher is designated as the contact person for reading-related questions and concerns.		
25. The Instructional Coordinator is responsible for inservicing the staff in reading.		
26. The Young Author's Program is an integral part of the reading program.		
27. Sustained Silent Reading is incorporated in the reading program.		
28. The Book It! National Reading Incentive Program is being used as a recreational reading program.		
29. Grade level meetings are held to discuss placement of children in reading and/or other concerns specifically related to reading.		
30. School-wide activities are held to promote reading for learning as well as for pleasure.		
31. Every student has a library card.		
32. The services of a Reading Resource Teacher would enhance significantly the structure, organization and implementation of the reading program in your building.		
33. A maximum of three books per grade level and one teacher's guide should be housed in the principal's office to insure an adequate supply and prompt issuance of reading books.		

	Yes	No
34. An updated list of students, their reading level, grade placement, basal reader, and teacher's name is available in the principal's office at all times.		
35. Data is collected and used on school and teacher factors in relation to achievement scores.		
36. Homework is an important school factor, related to reading achievement, and is assigned as an outgrowth of direct class instruction.		
37. In primary grades, four factors significantly related to reading achievement are teacher excellence, a sound-symbol (decoding) emphasis in reading instruction, appropriate level of difficulty of the reading instruction and materials, and a thinking approach to learning.		
38. In the intermediate grades, a stronger emphasis is placed on comprehension strategies and vocabulary meanings.		
39. Parents are involved in the reading program.		
40. One goal of the reading program in this school is to produce students who have the desire to read as well as the skills.		

Use this space to make any comments about the reading program in your building that you feel would be beneficial to the evaluation.

HCW:RF:Bg